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ABSTRACT

Against a backdrop of court-ordered desegregation and criticisms of vocational-technical education in the Cleveland Public School District, Cuyahoga Community College (CCC) began exploring avenues of assistance to the public schools while concurrently using the opportunity to recruit recent high school graduates. Steady decreases in enrollments and concomitant increases in dropout rates heightened the college's interest in the development of the Urban Demonstration Laboratory Model, a program to expand inner-city and minority educational opportunities and ensure student success. The college's primary concern was to enhance the quality of services offered at Max S. Hayes High School, which was threatened with permanent closure as a result of long-term ineffective management. One of CCC's strategies was to encourage Hayes students to continue their occupational training at the college. A 2 + 2 physics curriculum developed by the Center for Occupational Research and Development, entitled "Principles of Technology," was implemented to provide a link between secondary and postsecondary vocational education. The curriculum offers training and incentives leading not only to the completion of a high school diploma, but the attainment of a college degree as well. Upon completion of the course, students should be equipped with enough marketable technical skills to pursue meaningful employment or continue in an advanced occupational, educational curriculum program. (AJL)

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CASE STUDY:

2 + 2 SECONDARY-POSTSECONDARY COOPERATIVE EFFORTS

by

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ERIC PAPER

The purpose of this paper is to examine, on a case study basis, the formulation of a community college strategy regarding a cooperative 2+2 effort with the Cleveland Public Schools. Following years of litigation and the expenditure of millions of dollars in legal fees, the Cleveland City School District was found guilty in 1978 of having intentionally segregated the system, and was placed under the receivership of a federal judge, whose remedial order contained among its 14 components, an order for the cross-town busing of students. While Cleveland was fortunate in avoiding the type of violence that occurred in Boston and other cities that have undergone the trauma of desegregation, the issuance of the court order sent shock waves throughout the city, impacting upon all areas of the district educational services, including the division of technical and vocational education.

After several years of unsuccessfully attempting to adapt to the court order, the Office of School Monitoring and Community Relations (OSMCR), [the federal courts watchdog], issued the following terse statement to the district regarding reform in its occupational programs in March of 1983.

> The system should act now, in view of the considerable body of criticism targeted on vocational programs in Cleveland to obtain a detailed, comprehensive assessment of the current program in its vocational and high schools, preferably by an entity outside the system and outside the State Department of Education.

In response to this challenge, the district in 1983-84 retained the services of the Columbus Ohio-based National Center for Research in Vocational Education, which presented the Board of Education with an impressive and

well-documented study of the current technical-vocational situation within the Cleveland City Schools. While the report identified numerous fundamental problems including unqualified personnel, no substantive reforms were instituted for another five years. It was not until July of 1988 that another external agent reviewed the technical-vocational situation in Cleveland. On this occasion, the school system brought in the highly respected desegregation expert, Dr. Gordon Foster of the University of Miami. Following a six month observation, Dr. Foster concluded that:

> The technical-vocational schools and programs in the Cleveland Public Schools are in a "heap of trouble." The problem is not unique to Cleveland, but is one of the national dimensions and is brought on by a number of factors including a rapidly changing technology, overlapping programs between secondary and post-secondary schools, the increasing entry of business and industry into their own training programs, and the education reform movement which tends to emphasize academic programs in education, while ignoring vocational programs.

In addition, Dr. Foster observed that the enrollment for the district's four technical-vocational facilities were operating at only 58% of total seating capacity and contained a disproportionate number of minority students, thus assuring non-compliance with the federal court's remedial order.

It was against this backdrop, therefore, that planners at Cuyahoga Community College (CCC), under the leadership of President Nolen M. Ellison, began exploring possible avenues of assistance to the Cleveland Public Schools, while concurrently utilizing the opportunity for a potential recruitment strategy aimed at encouraging students to enter CCC following their high school graduation. The College's primary concern was to enhance the quality of services bring offered at Max S. Hayes. As the initial objective in the

project, College planners examined CCC's current involvement with the school district's technical-vocational schools and found that the College was involved most substantially with the Max S. Hayes High School, and operated the following apprenticeship programs on a lease arrangement basis of one dollar payment per year to the Cleveland Board of Education.

Machine Trades	100 Students
Building Trades	273 Students
- Electrical	170 students
- Plumbers	40 students
- Painters	35 students
- Cement masons	28 students

The Max S. Hayes facility had been managed in such an ineffectual manner over the past decade by the school district that Dr. Foster recommended that the facility be placed on a half day schedule or simply closed down permanently. Following extensive internal debate, a consensus was reached by College officials that the closing of the Max S. Hayes facility would be detrimental to the College's interest, and creative strategies needed to be designed to assure that the facility remained open. A committee was therefore formed and charged with the responsibility of assuring the continuation and expansion of the College's involvement in Max S. Hayes. Without too much difficulty, the following proposal outline was designed and submitted to the Superintendent of Cleveland Public Schools by means of a personal letter from the College president.

- The College expressed its continuing interest in working with the Cleveland Public Schools to ensure that technical-vocational education in Cleveland remains dynamic and reaches compliance status with the federal court's remedial order.

- The College is prepared to discuss a long-term (10 year) agreement related to the Max S. Hayes facility or even possible purchase of the site.

The motivation for the College's intense interest in this matter can be traced to the following two factors:

- Over the past several years, the number of students attending the Tri-Campus College has steadily decreased. The most precipitous decline has occurred at the Metropolitan or downtown campus, which has traditionally served as the primary portal of entry into post-secondary education for the majority of Cleveland Public School graduates. Since the initiation of desegregation in 1980, however, the number of students dropping out of high school has steadily increased to the current level of a 50% dropout rate by the end of the 9th grade. The dropout rate, combined with unprecedented competition for minority students from colleges and universities, have combined to seriously reduce potential recruits to the College.

- Several years ago, CCC determined that its primary objective for the remainder of the decade was to be the design of a prototype model in attacking the problems of inner-city and minority educational

opportunities. The College plan designed to achieve these goals is the Urban Demonstration Laboratory Model (UDLM), which is an intitutional response to the Ohio Board of Regents (OBOR) 1986 policy statement on the role of two-year colleges, the OBOR 1988 Policy Study on Minority Student Access and Success in Ohio's Higher Education System, and the State Department of Education's requirement for Local Education Area Planning (LEAP) in Vocational Education. The focus of the UDLM is to:

- Increase the number of minority and underprepared students entering two and four-year colleges and universities.

- Increase the number of minority and underprepared students in northeast Ohio who successfully graduate with Associate, Baccalaureate and/or other degrees, certificates, and diplomas from an institution of higher learning. As the College seeks state funding for the UDLM, it is critical, therefore, that in order to achieve its own institutional objective, including the access of state biennial support, the College must institute its ability to impact the entrenched problems of access and retention for minority youth. Research has also indicated that the greatest opportunity for success in the secondary-post-secondary relationship is in technical-vocational education whereby Cleveland's young people may avail themselves of state-of-the-art career training which could most appropriately be conducted at the Max S. Hayes facility.

The final piece of the College strategy focuses upon ways to encourage Max S. Hayes students to continue their occupational training at the community college. Clearly, some type of "link" or "bridge" was required to make the entire effort workable and, in the interest of all concerned, particularly potential high school dropouts.

The answer was provided by the Center for Occupational Research and Development (CORD) headquartered in Waco, Texas. In attempting to discover a workable approach in lowering high school dropout rates among occupationally-oriented high school students, CORD developed a revised physics course entitled "Principles of Technology" (POT) to provide that missing link between secondary and post-secondary education. POT represents what Dale Parnell, former president of the American Association of Community and Junior Colleges (AACJC), calls "the time honored principles of physics in the clothes of modern technology."

Through the development of a 2+2 program beginning in the 11th grade and continuing at the college level, POT provides the type of training and incentives leading not only to the completion of a high school diploma, but the attainment of a college degree as well. More specifically, POT will expose students to the following fourteen concepts in preparation for the ever changing world of technology.

1. Force
2. Work
3. Rate
4. Resistance

5. Energy
6. Power
7. Force Transformers
8. Momentum
9. Vibrations and Waves
10. Energy Converters
11. Transducers
12. Radiation
13. Optics and Optical Systems
14. Time Constraints

Far from being an unproven commodity, Principles of Technology utilizes a strong laboratory orientation which provides "hands on" experience for students. Currently, POT is serving 22,000 students across the country and has received rave reviews from educators and employers as well. The only selection criteria for students is that they possess at least a ninth grade reading level, and have mastered at least some algebra. Upon completion of the four-year, 320 hour course, the student should be equipped with enough marketable technical-vocational skills to pursue meaningful employment or continue in an advanced occupational, educational curriculum program. Along with the technical-vocational curriculum, students will be required to master appropriate general education coursework. The National Council for Occupational Education has stated that:

> An increased recognition of the importance of general education and related studies are integral components of occupational education. Increasingly, the ability to think, reason, compute, communicate, and adapt to change are essential if workers, at all levels, are to remain employable and cope with the expanding knowledge base.

As of the writing of this paper, negotiations between the College and school system are about to enter the initial stage. While on the surface, the issue appears to present a win-win situation for both institutions, if the past is prologue, the negotiations promise to be tough and prolonged, with a myriad of seemingly unrelated issues being brought to the negotiating table. I am confident, however, that an agreement will finally be designed which will represent a successful 2+2 technical preparation model for others to emulate. Key to this joint initiative will be a clear understanding of institutional commitments, expected outcomes, research and evaluation techniques, and the potential for eventual external funding. Preliminary discussions have centered around the expectation, that after three years of POT implementation, high school dropouts will be reduced by 250 students, with at least 175 of these students entering the community college to complete their POT requirements on their way to an Associate of Science Degree.

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